

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Beginning ELD 2

Date: May 2007

Subject Area: English/Language Arts

Proposed Grade Level(s): 9-12

Course length: 1 year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: CELDT scores/teacher recommendation

COURSE DESCRIPTION:

This class is designed to meet the needs of students who are new to this country and who do not speak or write English. The class emphasizes language acquisition through improvement of reading, writing, speaking, and listening skills.

GENERAL GOALS AND PURPOSES:

The students will be able to:

- Understand and respond appropriately to English conversation
- Speak English and be understood
- Read English independently
- Write sentences and paragraphs in English

STUDENT READING COMPONENT:

The texts for this course are Side by Side books 1 and 2 Third Edition by Steven Molinsky and Bill Bliss, published by Prentice Hall. The computer software for this course is “Open Book” published by Open Book Learning Inc. and “Lexia” published by Lexia Learning Systems. The emphasis for these software components is phonics and decoding through word recognition and paragraph writing. Materials also include High Frequency Words for English Learners adapted from the General Services List of most frequently used words. Students will also read books of their own choosing independently.

STUDENT WRITING COMPONENT:

Students will improve their skills as they write simple sentences, complete forms, and write paragraphs.

STUDENT ORAL COMPONENT:

Students will be expected to speak English words, sentences, and phrases

DETAILED UNITS OF INSTRUCTION:

Developing Vocabulary:

Component 1 – Spelling and Translation

- Dictionary practice
- Alphabetical order
- Introduction to cursive writing

Component 2 - Pronunciation

- Reading aloud
- Conversation practice
- Following and giving directions

Component 3 - Grammar

- Verbs, nouns, adjectives, adverbs
- Verb conjugation
- Sentence writing
- Cloze activities
- Pronouns
- Tenses
- Yes/no questions and answers
- Prepositions
- Adjectives

Component 4 – Writing Skills

- Grammar practice
- Writing proficient sentences
- Writing a structured paragraph

Component 5 – Verbal Skills

- Reading aloud
- Conversation responses
- Social conversations

Component 6 – Vocabulary Development

- Vocabulary words
- Idioms
- Affixes

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS IN:

Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Listening and Speaking:

- Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms
- Ask and answer questions using simple sentences and phrases
- Demonstrate comprehension of oral presentations and instructions through non-verbal responses

Reading (word analysis)

- Recognize and correctly pronounce most English sounds
- Recognize most common English words in phrases and simple sentences

Reading (fluency)

- Recognize simple affixes, synonyms, and antonyms
- Read aloud simple words
- Respond with appropriate short phrases or sentences in a variety of social and academic settings
- Use an English dictionary to derive meaning of simple known vocabulary
- Produce simple vocabulary to communicate basic needs in social and academic settings

Reading (comprehension)

- Understand and follow simple multi-step oral directions of classroom activities
- Point out text features such as title, table of contents, and chapter headings
- Orally identify main ideas and some details of familiar literature and informational materials
- Use pictures, lists, charts, and tables to identify vocabulary, syntax, and grammar
- Orally identify examples of fact/opinion and cause/effect in simple texts

Writing (strategies and applications)

- Organize and record information
- Create simple sentences or phrases with some assistance
- Write a brief narrative using a few simple sentences that include setting and some details
- Use the writing process to write brief narratives with a few standard grammatical forms
- Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail

Writing (conventions)

- Edit own work and correct punctuation
- Identify basic vocabulary mechanics and structures in a piece of writing
- Revise writing for proper use of final punctuation, capitals, and correct spelling

Reading (literacy response and analysis)

- Orally identify beginning, middle, and end of text
- Read and orally identify the speaker or narrator
- Role-play a character from a familiar piece of literature using phrases or simple sentences
- Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts
- Recognize the difference between first and third person using phrases or simple sentences
- Recite simple poems

DISTRICT ESLRs TO BE ADDRESSED

Students will be:

- **Self-Directed Learners** as they take responsibility for their own learning in an effort to improve their English.
- **Effective Communicators** as they learn to read, write, and speak English.
- **Quality Producers and Performers** as they show proficiency in English reading, writing, and speaking.
- **Constructive Thinkers** as they transfer language knowledge into English learning situations.
- **Collaborative Workers** as they work with partners and in groups.
- **Responsible Citizens** as they improve their ability to communicate with those around them.